DOCUMENT RESUME

ED 348 526 CE 061 747

AUTHOR	Dupont, Georges; Reis, Fernanda
TITLE	Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.
INSTITUTION	European Centre for the Development of Vocational Training, Berlin (Germany).
REPORT NO	ISBN-92-826-3150-8
PUB DATE	91
NOTE	84p.
AVAILABLE FROM	UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-72-91-003-EN-C).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Certification; *Corporate Education; Developed Nations; *Educational Policy; *Employer Attitudes; *Employer Employee Relationship; Foreign Countries; Job Skills; *Labor Force Development; *On the Job Training; Postsecondary Education; Unions
IDENTIFIERS	Belgium; *Europe; France; Netherlands; Spain; United Kingdom

ABSTRACT

A study examined employee training policies and their implementation in four or five large companies in five countries (Belgium, Spain, France, the Netherlands, and the United Kingdom). Data were gathered through interviews by an expert in each of the countries using an interviewer's guide developed for the project (resulting in approximately 30 case studies), and through previous research in the countries. Some of the results of the survey were the following: (1) training is becoming more important in strategic planning; (2) training decisions are being made at the highest levels of management; (3) training plans are usually medium-range--about 3 years; (4) most training was still being given to the managerial staff and the "hard core" of the work force, although some evidence pointed to training being made available to the lowest grades of workers; (5) unions usually did not play much of a role in training--planning for training was between management and individual workers; (6) continuing training involved work organization and content, mobility, and pay; (7) types of training identified include technical, general, and social skills training; (8) certification of workers for completion of training courses or skills acquisition is sometimes used as an incentive, although it has some disadvantages to employers; (9) little importance was given to evaluation of individuals completing training projects; (10) training models included training provided by a company department, training partly inside and partly outside a company, and all outside training; and (11) all training studied was paid for by the employers, but there is increasing pressure for training to be paid for by workers or by the state. (Appendixes include an interviewer's guide, company profiles, and a chart of continuing training policy and its implementation in the five countries.) (KC)

ED348526

CEDEFOP Document

Survey on the policy of continuing training in large firms

European Centre for the Development of Vocational Training

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

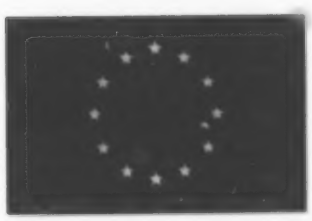
☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



BEST COPY AVAILABLE

CE 061 747

CEDEFOP Document

Corrigendum to

Survey on the policy of continuing training in large firms

European Centre for the Development of Vocational Training

ISBN 92-826-3150-8

Catalogue number: HX-72-91-003-EN-C

Page I and inside back cover:

The author of this study has been erroneously quoted as 'Jean-François Germe'; the correct authors' names are: 'Georges Dupont and Fernanda Reis, CEDEFOP', as indicated on page 44.

HX-72-91-003-EN-D

CEDEFOP Document

Survey on the policy of continuing training in large firms
Case studies in Belgium, Spain, France, the Netherlands and the United Kingdom

Jean-François Germe
October 1990

First edition, Berlin 1991

Published by:

CEDEFOP — European Centre for the Development of Vocational Training
Jean Monnet House, Bundesallee 22, **D-W-1000 Berlin 15**
Tel. (0 30) 88 41 20; Telefax (0 30) 88 41 22 22;
Telex 184 163 eucen d

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities

Cataloguing data can be found at the end of this publication

Luxembourg: Office for Official Publications of the European Communities, 1991

ISBN 92-826-3150-8

Catalogue number: HX-72-91-003-EN-C

Articles and texts appearing in this document may be reproduced freely in whole or in part providing their source is mentioned.

Printed in Belgium

CONTENTS

I	INTRODUCTION	3
II	PRELIMINARY REMARKS	8
III	SURVEY REPORT	10
	· The status of training in the management of a company	10
	· Role of the parties involved	15
	· Roles of continuing training	18
	· Characteristics of training	24
	. The certification of training	28
	. The evaluation of training	31
	· Organisation of training	32
	· Funding	
IV	CONCLUSIONS	38
V	ANNEXES	45
	Annex 1: interviewer's guideline	46
	Annex 2: company profiles	
	Annex 3: continuing training policy and its implementation	

I INTRODUCTION

Preliminary remarks on the objectives, starting assumptions and methodology

The aim of this brief review has been to gauge the current attitude of large companies to continuing training and the action they are taking.

This survey is an attempt to find out the "real" status of training in the life of a company since - despite the many reports that have been produced - the answer to this question is still vague. The same difficulties may well arise again when investigating the status and role of continuing training in the life of each individual, but this should be the subject of a further survey.

The term "training" is encountered throughout an employee's working life, from the time of recruitment virtually until the time of leaving his employer. To be more precise, a further distinction should be made between training that is "formalised" through an organised training programme and the kind of "non-formalised" or inherent training that arises out of the experience the worker acquires throughout his working life. Such experience may be gained when work is organised along Tayloristic lines, but it is undoubtedly also more important when work is so organised as to give individuals greater responsibility for the tasks they do and integrate those tasks more closely into the overall production of goods or services, as the latest developments in workplace organisation would seem to show.

The starting assumptions are the following: over the past few years we have witnessed a change in employers' attitude and behaviour towards training. As a result, training has gained in strategic importance, very probably in connection with manpower management policies (mobilisation, anticipation of trends in work) and human resources management (recruitment, career development). The growing strategic importance of training has led to major changes in the way it is organised (content, methods and means) and in the way people are trained. New relationships have been generated between training, production and employment and, in turn, training may influence the way that work is structured in the firm. Lastly, the relationships between initial and continuing training are changing, and there is a redistribution in the sharing of responsibilities among training providers (State and employers), as regards both the content and funding of training.

We have thus attempted to identify the inter-relationships among the replies to the following three questions:

1. Does the policy of the financial group or firm include the management of human resources as a component of its short-, medium- and long-term strategy?
   What are the repercussions on training and recruitment policies?

2. When these short-, medium- and long-term strategic decisions on training are taken, what methods, structures and procedures are used to put them into practice?

3. Who receives training in the workplace, and in what way?

The survey is on five countries (Belgium, Spain, France, Netherlands and the United Kingdom) and covers four or five large companies or financial groups per country. As far as possible we have drawn on earlier studies, for example the "Funding Study" in the United Kingdom and the PIRRTEM studies in France. In this five-country sample, we have deliberately omitted the Federal Republic of Germany because of the difficulty of separating the "DUAL SYSTEM" from "WEITERBILDUNG" (further training) activities. At a later stage, we hope to remedy this deficiency and to extend the survey to other countries not yet investigated.

We asked five experts (one per country) to form a small group of high-level researchers with access to information in large undertakings and financial groups, so as to gather data quickly by conducting interviews based on an interviewer's guide drawn up by the Centre (Annex 1).

We would point out that we regard this phase as a feasibility study rather than a series of in-depth case studies. The report we are presenting is based on:

- approximately 30 case studies (see Annexes 2 and 3)
- the CEDEFOP "Focus II" studies
- a series of national studies with different aims from ours but providing answers to certain parts of our questionnaires
- working group meetings attended by those responsible for the studies and participants from Portugal and Germany.

When the conclusions of the case studies are interpreted, they should be viewed in their national context with due allowance for economic, employment and population trends and regulations on continuing training (for example, the 1971 outline law in France, the lack of any clearly defined laws as such in Belgium and, in the Netherlands, a very flexible education and training structure).

It should be emphasised that the findings of these case studies are rarely transferable and that the conclusions of the survey should be interpreted with caution, given that

- the sample is probably unrepresentative and in any case covers only five countries - even though the "macro-level" studies under "Focus II" covering all the Community countries to a great extent bear out the findings.

- the report addresses only part of the problem of continuing training, without analysing measures for the integration of young people, the relationship between continuing training and education/training and other aspects extraneous to training such as population trends.

In compiling this report, we have based our work mainly on the replies and analyses ensuing from the questionnaire used in the survey. We have nevertheless made preliminary references to current trends, since we feel that they may underlie many of the factors observed either in the studies or during the interviews.

II PRELIMINARY REMARKS

It is fair to say that the study was carried out at a time of economic revival, but this was not accompanied by the substantial reduction in unemployment that might have been expected. And, paradoxically, employers complained of a shortage of skilled manpower on the labour market.

Furthermore, during the years of recession employers cut back sharply on recruitment, the reason why their workforce today is older. Those employers are now expected to renew their human resources at the very time when the effects of demographic trends are beginning to be felt in the age group about to enter the labour market.

This fluctuating economic situation poses major problems for employers needing to invest in human capital, although it should be borne in mind that the driving force for change in the workplace is "competitiveness" at national and European levels (especially by 1993) and also at international level (Japan, USA).

On the one hand, there are doubts about whether it will be possible to continue on the basis of the "replacement logic" as in the past, when an abundance of skilled, publicly-trained manpower was available on the labour market.

On the other, the search for skilled manpower raises questions about what strategies to pursue: to relocate certain production units, resort to foreign labour, provide skill training for an unskilled residual workforce, etc.

One thing is clear: major changes are now taking place in relationships among undertakings, particularly in new types of sub-contracting, with all the inevitable implications for the management and skill training of the human capital. All these must be borne in mind when analysing employers' attitudes to training policy.

III SURVEY REPORT

I - The first observation is on the status of training in the management of a company

A significant number of employers report that growing importance is being attached to training policies (far more than in the past) when drawing up business strategies. Various types of training policy are being introduced, and they appear to be more closely linked to the technical and economic challenges facing the employer. Training is accompanied not only by investment in research and development but also by changes in technology, products and work organisation. Training is gradually coming to be regarded as a key factor in raising productivity and in the quest for innovation. It also seems to be playing a more important role in the management of the internal labour market.

These developments are accompanied by a growing concern about investment in human capital.

The most constant indicators of this strategic dimension of training were found to be:

- centralisation of decisions on training at the highest management level .

  In every case analysed, training policies - an integral part of general strategy - were determined at the company's or group's head office.

In the multinationals investigated, training policy was always decided by head office, even for those subsidiaries located abroad (and even when the parent company was in the United States or Japan).

The greater strategic role of training, however, raises the question of the part played by other parties within the company (unions, individuals, works councils, etc). At the same time it has a domino effect on the internal and external bodies responsible for developing and carrying out training programmes, modifying the conditions for negotiations between the employer and outside training providers.

- The planning period for training

In most of the cases analysed, medium-term training plans existed (about three years) and frequent mention was made of the simultaneous existence of long-, medium- and short-term plans. This might suggest a gradual shift from the traditionally reactive pattern of training, i.e. as a means of adjustment to events, and towards a more pro-active approach, i.e. as an active variable in the process of innovation and anticipation of change. In any event, at this stage it is impossible to say whether the trend is short-term and reversible or whether it is irreversible. It should be borne in mind that a number of mergers and restructuring operations were taking place in the companies analysed, and that this survey took place at a time of economic growth.

Furthermore, an examination of the plans reveals that they had reached very different stages of formulation, and that actual achievement might fall short of what was mapped out. This prompts us to question the true aim in drawing up long-term plans, particularly when the planning is influenced by the question of negotiations with the social partners.

- Distribution of training. In the majority of cases analysed, it was generally still the case that those benefiting most from training were the managerial staff and a "hard core of the workforce".

In some cases, however, there was evidence that special attention was now being paid to the lowest grades: examples were found of general basic training programmes leading to an initial vocational qualification (as in France and Belgium), often with the participation of the authorities. This tendency should be viewed in the context of changes on the labour market arising from demographic trends.

In France and the Netherlands, for example, employers faced with a shortage of qualified engineers had to make a special effort to develop training strategies for intermediate categories of staff.

Furthermore, the difficulties in recruiting skilled labour at blue-collar level were beginning to force employers to pay closer attention to recruitment and offer unskilled staff jobskill training to avoid undue turnover in a more stringent labour market. Today, however, employers are considering what their actual responsibility should be for financing such training, given that they traditionally view the task as an obligation on the part of the authorities. This questioning seems to underlie their efforts to pass on the cost: not just to public funding (including the Community) but also to the individual, usually through the use of his/her free time - especially as employers believe that such training may promote external job mobility.

The question of the status of training in the management of a company also prompts a number of questions which would benefit from more detailed examination in later studies. They include:

- the role of work organisation in the "life" of a skill and in the development of skills, and its links with career and pay policies;
- the relationship between recruitment and basic training;

- partnership in setting training objectives and its repercussions on the funding of training;
- the distribution of continuing training.

II - A second observation is on the role of the parties involved

Since training is now becoming an integral part of the employer's strategy, any debate on training naturally becomes a debate on business strategy.

Given the present negotiation forms and structures and the relative strengths of the two sides of industry, there is neither a forum nor a spokesman to engage in this type of debate on the link between training and business strategy.

Since the strategic design of training is part of an employer's strategy, calling for decisions at the highest management level, the employer becomes a key player on whom, it has been noted, workers' representatives have only limited influence. They were consulted only when this is required by law or where direct funding by the authorities was involved - something that was extremely rare in all the cases analysed. On the other hand, there was evidence of direct negotiation with the workers themselves (to some extent circumventing the representative union bodies), especially on the formulation of individual training plans, often linked to career development.

The personal management of training plans, in a way creating a new kind of relationship between "training and work" and "training and employment", often results in the worker agreeing to attend training

outside working hours. It is not unusual for conflicting decisions to be taken by the workers and their representatives at central and at workplace level.

Before making any generalisations, however, these phenomena should be analysed in the historical, cultural, social and economic context of each country.

In Belgium, the involvement of the social partners - acting through works councils - in continuing training is required by law. This means that workers' representatives are consulted only to the extent prescribed by law, and no evidence was found of any involvement beyond this statutory obligation. In France, the situation is the same.

In the United Kingdom, the involvement of workers' representatives is generally fairly modest.

In Spain, on the other hand, we discovered a wide variety of situations: in company A, there was no mention of social dialogue, whereas in case B there was a clear, decisive involvement of workers' representatives. It should be borne in mind that the union movement in Spain is fairly new, and the unions are jockeying for position within a framework in which relative strengths have yet to be established.

Judging from the comments made by the German participants at the meeting held to discuss the report, the question of negotiation must be analysed on two levels: internally within the workplace, and externally.

Within the company, the works council places the emphasis on the quantitative aspect but does not seem particularly willing to use the instruments at its disposal. Externally, however, unions stress the qualitative aspects (training content), given their responsibility for the shaping of general policy. Despite the growth in collective agreements which reflect the concern for skills and continuing training, members of works council would have to be given new powers if they were to be effective.

It would seem that far closer attention should be paid to the dialogue within the workplace and, in particular, to the various aims of this dialogue. It would also seem that, if the effects of the social dialogue are to be properly analysed, it should be seen in terms of an interaction between external and internal dialogue.

Lastly, the social dialogue must go much further than mere negotiation as to quantity and quality: it should also address the problems of cost-sharing, depending on the type of training (whether or not the skills acquired are transferable) and developments on the labour market (e.g. retraining).

III - A third observation is on the roles of continuing training.

If investment in human capital in fact becomes a key issue, as we have suggested in the first section, and if indeed growing strategic importance is being attached to training, then the training must properly be linked with the various aspects of change and must foster more complex relationships with the company's labour market.

Continuing training usually impinges upon various aspects of the vital changes which create the demand for the challenge of flexibility, innovation and productivity in the company. Let us consider three of those aspects:

- Work organisation and content. Here, different situations still seem to co-exist, ranging from narrow specialisation to clear despecialisation ("detaylorisation"). If we are to believe what we were told, in several cases there was a desire for flexibility and multiskilling arising from the changes in the organisation of work. In this connection, evidence was found of new quantitative and qualitative requirements for technical and "relational" skills. This has led to technical training programmes, some of which may be of a "lateral" nature, and to "human resource" training aimed at improving the ability to communicate and cooperate, given that the dividing lines between "technical training" and "human resource" training are sometimes blurred and hard to define.

These different situations and options may explain why we found such a wide range of training in the cases we analysed: from ad hoc measures (short courses, adapting to the workplace) to very long-term programmes, such as the establishment in France of a DESS (Diploma in Advanced Specialised Studies) jointly with a university. A similar arrangement exists in the Netherlands, where the provision of training by Foundations means that close links can be established between training in technical schools and the employer (see PTH, Eindhoven).

Moreover, there is more than one instance of a company setting itself up as a provider of training as an external service: in Belgium, we came across a company that contracted out its training department, which then acted not only for its parent company but for others as well, operating on the training market on its own account and generating its own profit.

Given the changing nature of work organisation, attention should be paid not only to the role that training can perform in relation to the various options (polarisation or non-polarisation of skills) but also to the role that work organisation can play in skill acquisition (whether or not the way that work is organised leads to qualifications, facilitates on-the-job apprenticeship, enables skills to be kept up or makes self-teaching possible, etc.).

Further research and reflection are needed about the impact of work organisation on individuals, since the way work is structured can help the worker to upgrade his skills (using the word "skills" in the broad sense) or it may, on the contrary, condemn him to a dead-end job that after a few years denies him any chance of mobility.

- Mobility. The second aspect around which training can also be organised raises the problem of how internal mobility within the workplace is defined (sometimes external mobility as well).

Employers' recruitment strategies take various forms, ranging from "higher-level" recruitment (taking on people whose skills are at a higher level than before) to vertical promotion, a strategy that normally entails substantial retraining. They may also include the "replacement concept" under which some groups may be made redundant and then others with different skill levels taken on (but, as we have said, such a strategy may be determined by circumstances and the rules of the labour market). The various recruitment strategies have different effects; for example, "top-level" recruiting may lead to problems of blocked career prospects associated with horizontal access, whereas "low-level" recruitment may entail major retraining where access is vertical (see CEDEFOP reports on the problems of intermediate skills).

The introduction of a policy on mobility is usually associated with a fairly major change in the sectors within the company (usually as a result of expansion or even reconversion in the product range and services) which may involve mobilising the groups concerned in and by a process of reorganisation.

In managing internal mobility, a company has to take account of several factors: the first is the demarcation between trades as codified in the union structure (for example, in the UK). The second is related to the importance attached to age and seniority (in France, for example, the weight attached to them is lessening). The third factor concerns the development of the new skills demanded by the new jobs. It is here that training plays a key role: generating mobility-mindedness in individuals, providing the support for new vocational strands and for the recomposition of the bodies concerned, and providing the support for promotion. Furthermore, it is not uncommon for training also to be seen as a means of selection (or even negative mobility).

The characteristics of the training (whether or not it is transferable or certified) are important in determining the type of mobility desired by the company (internal/external mobility). From a political point of view, special attention should be paid to how each company and each country defines the transferability of skills, and to the advantages and

disadvantages derived by employers and individuals in terms of labour market fluidity and "employability". It is still difficult to estimate and measure what the actual added value of each type of training is for the employer and the individual, which in turn prompts the question of who in fact is the main beneficiary and to what extent.

The trend towards a convergence of training profiles, i.e. a common core spanning several trades and several branches does in fact create a new problem for training, and especially for continuing training. Any investment in training of course benefits the employer, but at the same time this investment makes the individual more mobile by giving him greater opportunities to capitalise on his skills on the labour market. This means that there is a potential risk to the employer: in training its workforce, it may forfeit the return on its investment. This question deserves more detailed study and reflection at an early opportunity, since it is the fundamental element in the growing trend towards continuing training.

- Pay. Even though no evidence was found in the case studies analysed of training measures organised solely with this in mind, training may also be a factor. When pay negotiations are based on the criterion for assessing individuals and when pay is determined not so much by the performance of a given task as by the targets set for the individual and the group, evaluating an individual's capability to attain these objectives becomes a highly complex matter. In such circumstances, assessment during training may provide a good indicator.

Some important questions are nevertheless linked to this aspect. For example, what role does the trend towards the individualisation of training play in a policy of individualising earnings? Another question is on the link between "transversality" and making pay and careers more flexible - a link that is not necessarily apparent.

The changes taking place in these three aspects, and in particular the extent to which these changes overlap, determine the degree of flexibility, productivity and innovation within the company. The relative importance attached by the employer to each aspect will substantially influence the nature, status and duration of training programmes within the company as well as the people involved. It also determines the role of training in the company and how it interacts with the various components of personnel policy such as recruitment, career development and pay.

It clearly follows from the above that:

- training is not only a means of improving the level of skills but it also plays an important part in structuring the labour market, which perhaps suggests that closer attention should be paid to the differences which exist in this respect between the various countries (the value attached to certificates and diplomas by the labour market differs from one country to another);

- The problems of continuing training go way beyond mere adaptation to new technology, and thus run counter to some deterministic theories on the subject. In several of the cases analysed, training was linked primarily to the change in the company's policy (in the run-up to 1993) and to new products and markets, rather than to the introduction of new equipment.

IV - A fourth consideration is on the characteristics of training

In analysing the characteristics of training, several dimensions have to be taken into account:

- the nature of the expertise being imparted (knowledge, practical skills, social skills)
- the way in which the expertise is imparted
- the recognition that the expertise earns on the labour market.

With the first dimension (nature of the expertise), three broad types of training were identified:

- technical training
- general training
- social skills training

This dichotomy first prompts a question about the cultural framework of reference: does general training have the same meaning in the United Kingdom, France and Germany? Does technical training have the same scope as regards specific trades in the various countries - for example, a shop assistant? The dichotomy is also in the specific requirements of the various trades: for example, is the social skills component needed by a nurse the same - and does it carry the same weight - as in other jobs?

With reference to this dichotomy, it was found that technical training programmes may be extremely specific and targeted towards the subject to which they apply. In the majority of cases, such training takes place either at the time of recruitment or on the introduction of new equipment. It is normally carried out "in-house" and given by internal staff or by the equipment vendor when new machines are being purchased.

But technical training may also be much broader in nature, in which case it may be carried out by the employer itself or sub-contracted (usually the two situations co-exist, but sub-contracting would seem to be on the increase). This type of training is apparently growing in scale by comparison with the other two types.

General training normally occurs when there is a strategic perspective involving persons with little or no skills and is normally linked to an initial qualification. In some cases and in some countries the situation has changed: employers do not rule out the idea of disseminating this type of training, although they are increasingly concerned about the question of cost-sharing.

Those training programmes predominantly concerned with relationships cover a range of topics such as group dynamics, communication techniques and quality circles, as well as company management. This type of training is tending to expand in both absolute and relative terms.

Lastly, the traditional distinction between "human resource" training for managers and technical training for workers is tending to disappear, although no precise correlation can be established.

With the second dimension (the way in which expertise is transmitted), various methods of imparting skills are used, ranging from the "traditional" formal methods (classroom courses), "formal" methods using "innovatory" teaching techniques, methods geared to the workplace and informal methods closer to the traditional model of on-the-job training. The three types of training identified in the case studies come under the formal training category. The informal methods were not systematically investigated and little is known about who receives such training, who provides it, how it is developing or how it fits in with the formal types of training.

In any event, the point to be stressed is that the dividing lines between formal and informal training or between training and production are becoming increasingly blurred. For example, training by solving real-life

problems makes it difficult to distinguish between training and the production process. What can be said is that it often leads to a rethinking of formal training patterns, taking the practical form of a growing recognition of the training role of the workplace and of the supervisory and technical staff.

It should also be emphasised that there is no close correlation between the types of training defined as being part of the first dimension (nature of expertise) and the ways they are transmitted. It is noted that technical training may give rise to traditional courses and social skills training, but also to different ways of imparting skills.

Despite the trend towards a significant rise in social skills training programmes, as observed at macro level in the FOCUS II studies, where figures were given in the cases analysed it emerged that investment in technical training accounts for up to 90% of all training programmes. There would seem to be two possible explanations. Firstly, the dividing lines between one type of training and another are blurred, as has already been pointed out. Secondly, the way in which employers budget for training may also influence the balance between technical training and "human resources" training.

As for the third dimension (how the expertise is perceived on the labour market), the distinction traditionally made is between transferability and non-transferability. But this distinction is made in the light of the way the labour market now operates; the problem concerns what happens when this market changes.

In the past it was assumed that what made expertise transferable was basically the acquisition of "non-technical" skills (behaviour, attitude, capacity for self-directed learning, etc.). We found, however, that in a number of cases the objective for transferability and greater flexibility was gradually achieved not only through the acquisition of practical knowledge, but also probably through another type of approach as well, i.e. broadening the spread of knowledge and the use of new teaching techniques. Today it must be assumed that the transferability component may be acquired either through the type of expertise or through the way in which the expertise is imparted, but that transferability is defined only in terms of the labour market, whether internal or external.

This is a fundamental question for the future, since there is every indication that the years to come will see far-reaching changes (in trades, products, the organisation of work and technology) and that the problem of "transferability" is directly bound up with those changes.

V - A fifth consideration concerns the question of certification

At issue here is how to define the problems surrounding the certification of continuing training in firms, and why some (although admittedly only

a few) employers adopt this procedure when, at first sight, it would seem to have adverse effects from the employer's viewpoint, i.e. promoting external mobility (a factor not wanted by the employer), and having to take certification into account in pay negotiations.

There are, however, arguments in favour of a certification policy:

- certification may be a means of motivating employees not to drop out of their training;
- certification may also be a grading factor in pay negotiations (and also an exclusion factor when such gradings are made);
- certification may be an instrument of internal mobility, and it retains its importance in the company even when horizontal job mobility exists there.

Even so, it must be stressed that in only a minority of cases does in-company training lead to certification and then it is usually only for technical training.

So far we have looked at the concept of certification only in a narrow sense, i.e. the issue of a certificate to denote success, but it should be borne in mind that most training schemes lead not to certification but merely to a certificate of attendance (and do not normally include a test). Nevertheless this type of certificate is not necessarily worthless on the labour market.

The problems surrounding certification are much debated by employers, employees' representatives and national governments, and they vary depending on the structures existing in each country.

In some countries, for example in Belgium where certification is the sole responsibility of the Ministry of Education, the State is reluctant to relinquish part of its monopoly control, making negotiations very difficult. In other countries, such as the United Kingdom, there is a tradition of employers placing their "seal" on training. In the Netherlands, the existence of Foundations (often representing both sides of industry) coming under the Ministry of Education makes things a little easier, at least as far as individual sectors are concerned. In France, work/training contracts are often given formal approval by bringing in the Chambers of Commerce.

Whilst recognising the importance of certification to the individual on the jobs market, we believe that this question should be analysed in greater detail. Thought should be given in particular to how certification fits in with the funding of training and with continuing training policy. This problem was mentioned in almost every case.

VI - The sixth consideration concerns evaluation

Since the overall growth in the provision of training entails higher investment and cost, methods of evaluation are gradually being set up, demonstrating a concern to measure the training investment and improve the return.

Nevertheless, such assessment is often based on assumptions and predictions, as is the case with individualised training projects. The assessment of the results of the training is unsystematic (there are still few instruments of measurement available). When an assessment is in fact made, it usually relates to technical training.

Judging from the cases analysed, the assessment findings are normally forwarded to the departments and to the individuals concerned, and in the case studies analysed may or may not be used for the purposes of upgrading careers and raising earnings. In the majority of companies investigated, however, there was no direct link between these factors.

It is our view, however, that the social partners as a whole do not attach sufficient importance to this aspect, above all in their short-, medium- and long-term implications. Does this indicate a lack of political will or a lack of means of assessment?

VII - The seventh consideration relates to the organisation of training

Whereas training policy is normally defined centrally, the design and implementation stage is normally decentralised and a number of contributors may be involved.

As a general rule it is the training department, in liaison with the personnel department and working through the training manager, that designs and plans the training programme with the operational departments concerned. In this respect, the research and development department was found to enjoy a measure of autonomy. In this phase, there is frequent recourse to outside consultants, for example consultancy firms or training bodies.

The training manager was found to have a strategic role in all the cases investigated, whether or not a training department existed.

As far as the implementation of training programmes was concerned, however, various models were found to exist:

- the company has a training department or structure and the training is provided entirely within the company, drawing on its own internal teaching resources;
- the company has a training department and the training is carried out partly inside the company and partly outside, although we have no details as to when it is one or the other (there can be said to be no rules except for "in-house" training programmes specifically geared to the employer's requirements);

- the company has no training department and all training is undertaken outside "to order".

Looking at the case histories, it is clear that the second alternative is the most common and undoubtedly central to innovatory schemes.

As already mentioned, it was found in a few cases that the department providing training had been "externalised" and was operating on the open training market, i.e. not exclusively for the company.

Lastly, whether or not a company has a training department and, consequently, whether or not it has full-time training staff, the survey found that training skills were increasing within companies (among various categories of staff) and that employers were moving towards a "training environment", as evidenced by formal training programmes or informal on-the-job training.

VIII - The eighth consideration concerns funding

In all the cases surveyed, continuing training in the large companies was funded directly by the employer. The financial allocations involved are such that employers are beginning to regard them as a true investment.

The amount devoted to training is increasing regarded more as a fairly significant component of the total wage bill. The findings of macro-level studies also show that employers' expenditure on training is rising significantly, and at a faster rate than public spending - a trend noted in the five countries surveyed.

There is a genuine difficulty in measuring overall expenditure on training incurred by the employer, particularly in giving a breakdown of costs. This difficulty is faced not just by the employer but, more significantly, in any external analysis.

In practice, a significant proportion of training is undeclared, even though it may be accounted for:

- an employer wishing to retain strategic control over specific training schemes that would otherwise have to be shown in its training plans fails to declare them, thus avoiding the need for consultation with the employees' representatives. In this way, marked imbalances in favour of managerial staff, for example, are less evident. Furthermore, some training courses are so intimately linked with specific strategies that the employer does not wish to make them known.
- the employer does not wish to make further ad hoc demands on the training plan for fear that such moves might be irreversible.
- the law as it now stands fails to recognise certain measures as coming under the heading of training.

On the other hand, a number of training courses are not declared or shown in the accounts because of their informal nature (which makes them difficult to account for) or because they are included under other expenditure headings (such as the training bought ready-packaged with equipment). A final factor making it difficult for the employer to keep a budget record of the cost of training is decentralisation, which precludes an exhaustive check on what is happening as regards training expenditure.

As regards the funding of training, and as already mentioned, the whole survey indicated that continuing training was directly funded by the employer. But the rising cost of training is forcing employers to seek indirect funding from:

- **the worker** - the organisation of training outside working hours is the most common example. Evidence was also found of other more complex arrangements: in Spain, one of the companies investigated lent money to individual workers to buy their own computers so that they could undertake training at home.
- **the State** - the refinancing mechanisms are fairly significant, as has been shown in the macro-level studies carried out by the Centre. Yet no systematic effort was made in the case studies to identify these refinancing arrangements, due to the complexity of such an exercise, particularly in view of the variety of national measures to promote employment (employment subsidies, tax relief, etc.).

The percentage of the total wage bill invested by the company in continuing training is shown in the company tables (Annex 2). The percentages broadly correspond to the estimates made in the FOCUS II studies; the only exception is in the UK, where the percentages shown in the case studies are far lower. One possible explanation is the manner in which the training costs were estimated in the Funding Study, the principal source of information for the United Kingdom.

Another aspect deserving of more detailed analysis is the impact of the financial instruments on employers' training policy. In some cases, structural incentives (laws, taxes, apprenticeship dues, levies) undoubtedly have a genuine incentive effect and may explain some of the differences found in the case studies. On the other hand, where purely financial instruments are involved (not linked to clear-cut training policies), it was found that they had relatively little influence on the type of policy pursued by the company. Where employers make widespread use of subsidy and refinancing, the question arises of whether they were not having other sources fund the training they had already planned and that they would have provided anyway.

The final question raised by the studies relates to the concept of "transferability" and how it is linked to funding. The risk factor associated with a training programme funded by the employer is a

real one (as indeed it is with training funded by the individual). In some circumstances, training may become a factor promoting external mobility, with the individual as the main beneficiary. Conversely, when the training is funded by the individual, it may benefit the employer without any guarantee of reciprocal benefits to the individual.

Recognising that transferability can be defined only in relation to the labour market and that it is therefore difficult to predict who will actually benefit, the question that arises is who owns the skill and how the costs are to be shared; the reply to this question in turn influences the motivation of employers (and individuals) to fund training.IV -

IV - CONCLUSIONS

The study was carried out in Belgium, Spain, France, the Netherlands and the United Kingdom. During the survey, discussions were organised with the researchers responsible for the case studies and experts from the Federal Republic of Germany and Portugal. The conclusions that follow summarise the findings obtained from all these activities.

I - Our first finding is the growing strategic importance attached to "human capital" in large companies. This is reflected by:

- a change in recruitment policies (raising of the level of qualifications).
  The majority of forecasts confirm that over the coming ten years the general level of skills in companies should rise and the need for skilled manpower grow;

- inclusion of the training element in the employer's overall strategy.

- a tendency to separate the "human resources" management function from the personnel department. This new department has taken over responsibility for training and is directly answerable to the higher decision-making body in the company;

- a substantial increase in expenditure on training, at a rate faster than the growth in training expenditure by the public sector.

We have no evidence to suggest that this situation is irreversible; it should be borne in mind that the survey was carried out during a period of economic growth. It should also be said at this point that the demographic changes due in the very near future (a probable fall in the number of school-leavers in several countries, the uncertain immigration situation, an improvement in the level of school-leavers' qualifications) will undoubtedly influence employers' attitudes to the management of human resources and, as a result, their approach to training.

The question of irreversibility is fundamental, since the employer having a monopoly over recruitment may at any time change its training policy (as was in fact found in some cases). That reinforces the idea of the need for an ongoing dialogue between the employer and all its partners such as workers and the authorities. Today's favourable economic climate seemed to offer the optimum conditions for negotiating the introduction of a genuine policy on continuing training.

II - It was found that employers were now assuming responsibility for:

- training personnel with little or no skills when they could no longer find on the market the skills they needed (shortage of skilled manpower).

- the continuing training of employees where there was a need to prepare for change within the company.

If the traditional structures of basic training were to become more responsive in the future, then the nature and scale of business investment in training could take a different turn and might well focus exclusively on the requirements brought about by innovation in technology, products and work organisation.

The relationships between basic training and continuing training are clear, explaining not only the nature and scale of continuing training programmes but also the way this training is distributed. Lastly, they explain where the costs of the training fall or where they are transferred, since - when an employer offers jobskill training to an individual - there is an inescapable assumption that it is taking over something that is the responsibility of the State.

The need for a redistribution of responsibilities between the "producers" of skills emerged from all the studies. This calls for consultation among all the parties involved, underpinned by an ongoing dialogue with the social partners, to define the fluctuating dividing lines between what is or should be the responsibility of the authorities, what is or should be the responsibility of the employers and, lastly, what is or would appear to be the responsibility of the individual himself.

As a general comment, it can be stated that the State is responsible for preparing individuals for their entry into society and for changes in the world of work, while it is the employer's responsibility to mould this general skill to meet the demands of specific situations. Nevertheless, this proposition begs a number of questions. The first is how to achieve a gradual, structured transformation in the relationship between the producers and users of skills and to specify more clearly where and how the individual fits into these systems. The second is how to link this shared responsibility with a redefinition of the terms on which the responsibility is funded. Lastly, a further definition will be required of what constitutes, now and in the future, the basis of vocational and social skills.

III - Today, with skills having a much broader-based and cross-sectional core, training has become a potential factor in promoting mobility not only within the same trade and sector but also to other trades and branches.

A more detailed analysis should be carried out of the conditions surrounding the "transferability" of skills, the role of certification and the terms for the recognition of training (formal and informal). The relationship between training and the "transferability" of a skill in fact largely explain the motives behind investment in continuing training and what is at stake.

IV - Continuing training in companies now seems no longer to be directed to a "mass" of workers but more to individuals who have particular needs and motivation, which are increasingly used as the basis for personalised training and career development plans. For the employer, therefore, it is no longer appropriate to discuss measures for a whole group of workers; more appropriately, personalised plans are now embodying both the training and career component.

V - Formal training programmes are merely one element to be taken into account in the process of skill?; the organisation of work is also a key factor deserving of special attention, particularly as regards the interrelationship between these two factors.

On this point, it was also found that employers are beginning to attach greater importance to the role of expert management and to introduce patterns of work organisation that promote self-directed learning.

VI - Generally speaking, employers are now favouring those people who can produce the best return on their investment in training in terms of innovation, productivity and new business practices - i.e. those who are already qualified. Hence, the traditional unequal distribution in the provision of continuing training.

The authorities are endeavouring to correct this trend by various incentive measures linked to employment policy. What contribution the public measures make and the way employers use them are still not properly understood: refinancing, training provided as a perk, etc. Furthermore, it emerged that financial instruments may have side effects or, at any rate, may often be diverted from their aims of promoting mobility unless they are linked to a proper policy of human resource training.

Particular attention should be paid to the ways of optimising these instruments and further research should be carried out.

VII - Since the social dialogue has been shown to be a key instrument in the reshaping of training policies, it may become non-operational because it is no longer representative, at a time when the gap between the central authorities and the company is widening. The inter-relationships between these two levels must be studied more closely, together with the links between the qualitative and quantitative aspects. Furthermore, setting up instruments to formalise the dialogue may prove useless unless they are accompanied by training programmes for the users of these instruments.

It would seem that the real challenge today is not so much in the structures but more at the level of the individual, the employer and training strategy and content. This conclusion is probably one of the reasons why it is so hard for those engaged in the social dialogue to identify new objectives: the discussions are going beyond the general level and focusing more on particular, specific situations.

VIII - Lastly, it would seem that the question that should be asked today is whether the nature of the links between workers and the employer is changing. Will it not be the case that today's employer will find it more necessary than before to engage a skilled worker at the very time when that worker is becoming more mobile, due to demographic changes and the greater transferability of skills?

Moreover, in this situation, what will the opportunities be for non-qualified workers? Will they, despite everything, increase their opportunities? What mechanisms can be developed to re-establish a balanced landscape of skilled human resources?

Georges DUPONT Fernanda REIS

We should like to thank the experts who took part in this work: Pol DEBATY (Belgium), Norman DAVIS and Ken NIXON (United Kingdom), Jordi PLANAS (Spain), Ben HÖVELS (Netherlands), Uwe GRÜNEWALD and Edgar SAUTER (Federal Republic of Germany) and José SOUSA FIALHO (Portugal).

Special thanks to Philippe MÉHAUT (France), who not only provided information about the case study in France but also helped us with the final drafting of this report.

ANNEXES

Annex 1

INTERVIEWER'S GUIDELINE

I - General company (or financial group) profile

1. Economic sector: strategic position of the company in terms of research, production and product or service marketing.

2. The company's economic situation (balance sheet, turnover, general trend and prospects).

3. Number of employees and their breakdown by category in the establishment or group of establishments surveyed.

4. The company's status and establishment table. Style of management (centralised, decentralised).

5. Ratio between expenditure on continuing training and total wage bill.

6. Measures adopted in the run-up to the Single Market in 1993.

II - Continuing training policies

1. Nature and place of human resources management in relation to production policy.

2. Relationship between training policy and human resources management policy.

3. The levels at which decisions are taken on continuing training policy.

4. The relationship between recruitment policy and training policy.

5. The extent to which the social dialogue influences training policy (individuals' choice and training content).

6. Can the training objectives be defined for the short-, medium- and long-term future and in terms of various types of forecast ?? (including the 1993 Single Market)?

7. How do the training assessment findings relate to the company's objectives and to career development plans?

8. Is the training linked to the policy of internal or external mobility?

9. In relation to entry requirements, is the training regarded as a way of compensating for a shortage of skills on the labour market or as an essential complement to training programmes?

III - Implementation of training policy

1. Does the trade sector have a training infrastructure to which the employer has access?

2. Does the employer have access to external agencies which provide training? What are the criteria for selecting these external training bodies? Who takes the decision? Who places the order?

3. Does the employer have an internal training structure? Describe this structure and the persons who are involved in it on a full- or part-time basis.

4. Who plans the training programmes?

5. Who defines the specific training objectives?

6. Who carries out the evaluation and how?

7. To whom are the results of these training programmes communicated?

8. What types of person take continuing training courses (category, sex and age)?. Give details of the last three years with supporting figures if possible.

9. How long do the training courses last (give details by category, sex and age)? Give details of the last three years, with supporting figures if possible.

10. Is the content of the training directly linked to job content and/or is it linked to a structural change in the way work is organised in the company?

11. What teaching methods and resources are used?

IV - The funding of training

1. What obligations (statutory and other) exist as regards expenditure on continuing training?

2. What opportunities does the employer have for external funding (and in which cases), including the refinancing networks?

3. What is the cost of continuing training per category of employee?

4. What is the breakdown of expenditure on continuing training funded by the employer?
   - capital expenditure
   - operating costs (equipment and employees)
   - training allowances
   - cost of absence of employees from work
   - other

5. Does the individual contribute to the cost of the training and, if so, to what extent (and when does this occur outside working hours)?

6. How is the expenditure on continuing training shown in the budget?

7. Where in the company are funding decisions taken? (The role of the social partners?)

8. Is there liaison between those responsible for taking the funding decisions and those responsible for evaluating the training?

9. Who manages the training budget?

Annex 2

Company profiles

COMPANY PROFILES
BELGIUM

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
· Multinational group · research, development, production, marketing · pharmaceutical products · 3 establishments in Belgium · establishments surveyed: 400 employees · centralised management as regards research policy, decentralised by country as regards general policy & personnel management · expenditure on training: approx. 8% · ready for 1993 · remark: each establishment is responsible for management of its own budget; hi-tech research centre.	· Multinational group · manufacturing and sales · cosmetic products · 1 establishment in Belgium · 500 employees · decentralised management · expenditure on training: approx. 2% · ready for 1993 if no new developments	· Multinational group · manufacturing and sales · civil engineering equipment · 1 establishment in Belgium · 5,000 employees · decentralised management through the organisation of small flexible units · expenditure on training: 5/6% · ready for 1993 and prepared to do business with the countries of Eastern Europe · remark: turnover increasing despite losses arising from major investment	· Multinational group · research, manufacturing, sales · electronic equipment · 1 establishment in Belgium · 500 employees · entirely decentralised management · expenditure on training: 3.5% · ready for 1993 · remark: apart from its own business it oversees six other units in the world, hence the significant proportion of executive staff	· Multinational group · research, manufacturing, sales · electromechanical and electronic equipment · 5 establishments in Belgium · 5,000 employees in Belgium, a quarter of whom have higher secondary qualifications · centralised management policy · expenditure on training: 3.8% (including indirect costs) · ready for 1993 (world-wide trading policy) · remark: widespread use of subcontracting

COMPANY PROFILES
SPAIN

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
• Multinational group • motor manufacturing • 5 establishments in Spain • establishment survey: 7,000 employees engaged in the manufacture of "all terrain" vehicles and vans • expenditure on training: 1% of the total wage bill • centralised management • ready for 1993 • remark: in the last 10 years, since it was incorporated into the multinational group, this firm has undergone restructuring and has constructed its human resources policy along the lines set by the multinational group • "strategic plan for 1990-95" excluding human resources and training policy • the establishment surveyed manufactures "all-terrain" vehicles and vans • policy of internal promotion "from the bottom" for most levels of employees (except the higher levels). Priority given to internal mobility.	• Multinational group • motor manufacturing • 4 establishments in Spain • 18,770 employees (in Spain) • centralised management • expenditure on training: 2.25% of the total wages and salary bill • "strategic plan 1989-93": - transformation of the industrial system - automation - quality - increased productivity - technological change • ready for 1993 • remark: workforce has been restructured over the past five years • cut-back in workforce (1979: 23,000 employees, 1990: 18,770 employees) • no shop floor and middle management recruitment	• National group (Basque) operating as a cooperative • 12 establishments • 6,000 employees • 3 types of product: a) consumer products (electro-domestic) b) industrial components c) engineering and capital goods • expenditure on training: over 1% of the total wage bill • cooperative management but with centralised bodies, including the training section in the Personnel Department. There is a specific standing body on which all workers are represented: the "Social Council". • expenditure on training: over 1%	• National group. Bank (services). 1,566 branches • 7,600 employees • centralised management • policy for restructuring human resources based on: a) merger with another national banking group b) automation of services and the supply of other products • expenditure on training in excess of 1% of the total wage bill • priority in recruitment given to University students	(Details in preparation)

COMPANY PROFILES
FRANCE

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
· National group · research, manufacturing, sales · chemical products · 15 establishments (approx. 2,000 employees) · establishment surveyed: 600 employees · centralised management · expenditure on training: 4-5% (7% at head office) · ready for 1993 · remark: extensive group restructuring over the last ten years (redirected towards specialised chemicals); in the process of becoming a multinational	· Multinational group · manufacturing, sales (50/50) · mechanical engineering · 30 establishments, including one in France · establishments surveyed: 1,200 employees · centralised management (decentralised training) · expenditure on training: 2%, at the French establishment · remark: major technological change; due to marketing considerations, mass production has been replaced by a system of unit production	· Multinational group · marketing (mail order sales) · headquarters in France · establishments surveyed: 3,600 employees · centralised management (decentralised as regards training in each establishment) · expenditure on training: 4.6% · remark: programme of redundancies; change in customer relations (more personalised)	· Multinational group · research and development, manufacturing and marketing (small scale) · communications and high technology · establishments surveyed: 1,700 employees · management being decentralised · expenditure on training: 4% · remark: major technological change in products; shedding of manual workers, development of research	· Multinational group · services · maintenance of property heating systems · 60 establishments · establishments surveyed: 2,100 employees · decentralised management within a framework of highly centralised management control · expenditure on training: 2% · remark: in process of diversifying

COMPANY PROFILES
NETHERLANDS

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
1. Multinational 2. manufacturing (and R&D for own purposes) 3. steel industry (and aluminium) 4. 28,000 employees (of whom 22,000 are in the Netherlands) 5. establishment surveyed: 16,500 employees 6. centralised management 7. training expenditure: approx. Fl. 70 million per year (including lost working time), approx. 5.5% of labour costs (wage rate) 8. Remarks: • change from a process-directed to a product-oriented organisational structure ("product-groups"). Concentration on key manufacturing activities, contracting out activities not directly linked to manufacturing. Emphasis on integral quality assurance. Educational level of employees rising due to a deliberate recruitment policy for new employees (one reason being their "trainability" during their subsequent career)	1. Multinational 2. manufacturing (and R&D for own purposes) 3. chemicals 4. 70,000 employees (establishments in 50 countries) 5. establishment surveyed: approx. 25,000 employees 6. centralised management 7. training expenditure: Fl 109 million per year, including lost working time (1989), i.e. approx. 6.55% of labour costs (wage rate) 8. Remarks: • approx. 30% of the figures given by the firm concerning training time relate to "training on the job and introduction of new employees" • marked variations between divisions • increasing emphasis on the link between training and quality assurance	1. Multinational 2. manufacturing 3. automobile industry 4. largest establishment in Europe (NL, B, UK), and other establishments in Australia and Africa 5. establishment: 1,800 employees 6. centralised management 7. training expenditure: approx. Fl 15 mn per year (1988), i.e. 2 to 3% of the labour costs (wage rate) 8. Remarks: • training activities links with both technological (FPA) and organisational (less hierarchical) innovations and with a major project on "quality of work and the organisation".	1. Multinational 2.3 banking 4. 30,000 employees 5. establishment surveyed: 17,000 6. centralised management 7. training expenditure: approx. Fl 50 million, i.e. 70% of the labour costs 8. Remarks: • personnel regarded as the most important productive force. All training schemes are directed at flexible, client-oriented and well trained employees. Open Bank Project, designed to produce higher product quality and cost control in approximately 700 local branches.	1. Multinational (part of Norwegian/American company) 2. manufacturing (and R&D for own purposes on a relatively large scale) 3. metallurgy/engineering industry 4.5. size of establishment surveyed: 300 employees 6. centralised management 7. training expenditure: not known 8. Remarks: • product marketing strategy of firm directed at higher quality products • integrated business policies with training as a main component

UNITED KINGDOM

FIRM A	FIRM B	FIRM C	FIRM D	FIRM E
. National . Services . Banking . 81 000 total . 81 000 total . Centralized management . Training expenditure Remarks: - the services have diversified greatly in recent years: insurance, financing, building societies - the most rapidly growing industry in Britain in the 80s. - training is regarded as an on-going necessity throughout the organization - massive investment in new technology.	. National . Services . Financial services . 2 300 . 2 300 . centralized management . 167 000 £ Remarks: - company activity has broadened recently from house finance to pension and insurance activities - company profits jumped from 15m in 1983 to 47m in 1988 - this experience has reinforced the view in the company that training is a means to profit.	. National . Services . Catering . 15 000 . 15 000 . centralized management Remarks: - recent drive within the company towards "customer oriented" services - company committed to philosophies of human resource development and management by objectives.	. National . Services . Motor dealership . 2 650 . 2 650 . centralized management 1988/89 - 355 000 £ or 1.9% of wage costs Remarks: - company is owned by the Wincanton Group and benefits in terms of training and facilities from being part of a much larger entity - company has experienced in recent years great difficulty in finding well-qualified staff. Building links with local schools - company used to rely on the RTITB (road company industry training board) to meet training needs. In recent years the need to remain competitive has resulted in expansion of the company's own training capacity.	. National . Manufacturing . Clothing . 390 . 390 . Centralized management . No training expenditure mentioned Remarks: - Company policy has had to change to compete with strong foreign competition - one of the few companies in the trade carrying out in-house training - growing emphasis on quality and on new technology to adapt quickly to market demands - staff recruitment difficulties has led to attempts to motivate and utilize better the existing workforce.

BEST COPY AVAILABLE

UNITED KINGDOM

FIRM F				
. National				
. Production				
. Chemicals				
. 2 500				
. 2 500				
. centralized management and management on three sites				
Remarks:				
- recent rethinking of company policy-emphasis on human resource development and Quality Circles				
- the chemicals industry is high-tech, involving processes and materials that are costly, key consideration is effective, efficient and safe operation of expensive plant				
- company stress on "team working" and breaking the barrier between management and workers.				

Annex 3

Continuing training policy and its implementation

CONTINUING TRAINING POLICY
BELGIUM

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
• Political decision-making: within the entire group, together with the management of human resources • target group: training mainly aimed at executives, who make up a sizeable portion of the workforce, although everyone is involved The assessment system (Performance Planning) integrates training and career development • internal training structure (not a department); no in-company trainers as such; use of outside services, especially public agencies • personnel department involved in career planning and training • type of training: training linked to salary review and employee assessment • personalized negotiation and dialogue: positive social dialogue • long-, medium- and short-term training plans • remark: policy of internal mobility: recruitment "from the bottom"	• Decision-making: the training manager in consultation with the hierarchy • training unlocks the company's resources in the form of human resources and is the key to its future • short-, medium- and long-term objectives for all employees • use of outside services; no external infrastructure in the sector • the social partners carry little weight: participatory policy • remark: training linked with policy of internal ability The training remedies the shortcomings of school education, particularly as regards social skills Use of public bodies in the statutory framework.	• Decision-making: the "human resources" department, depending on the needs expressed • target group: - internal training structure; training included in the human resources department and carried out with other European units; use of outside services (the authorities and trade associations) • types of training: - general training consistent with legal provisions and use of public bodies (e.g. FOREM) - technical training provided in-house; training when new products are introduced Short-, medium- and long-term training plans based on annual budgets - at shop-floor level, recruitment and training come under the same division	• Decision-making: general directorate (new); planning shared between production and human resources managers • recent management and training policy; training policy more marked for the workers; shared definition and planning of objectives; personalised projects, "sponsorship plan" with wage increases • does not have an internal training department; uses public agencies for young workers; non-technical training carried out externally; executives trained externally • types of training: - training content related to job content (aim is versatility) social partners play an active part and monitor the training programmes • remark: recruitment "from the bottom"	• Decision-making: • technical training at group level; decentralised in respect of "human resources" training (not linked to a specific product) • target group: - types of training: 90% technical training (geared to the firm's business); 10% "human resources" • internal training department plans and implements the technical training, in conjunction with the group's own training service that has been set up as separate entity (with its own legal status); "human resources" training carried out in-house or sub-contracted to an outside agency • short-, medium- and long-term training plan • little involvement of the social partners (consensus) • remark: firm declined to provide information on technical training; recruitment at a very high level

BEST COPY AVAILABLE

CONTINUING TRAINING POLICY
SPAIN

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
• Decision-making on human resources and training policy: the management • aims of continuing training: a) maintaining and raising levels of skill, and b) internal promotion (not explicit) • close integration between training policy and human resources • internal training department in the Directorate General for Human Resources with own installations and employees • target group: all categories • most training is concentrated in the area of transferable skills; training for newcomers • no union involvement in training policy • mechanisms for monitoring and evaluating training are currently being reappraised to adapt them to the "Strategic Plan" • the financing of training is basically from own resources but with recourse to public resources (including the ESF)	• Decision-making: the Department of Training and Human Resources in accordance with the Strategic Plan laid down by the Directorate for Industry • internal training structure; internal trainers (middle management) • types of training: a) career plans for senior and middle-ranking executives b) retraining programmes c) modular system for shop-floor employees d) versatile training e) new technologies f) quality circles • training closely linked to internal promotion • agreement with social partners on the content of training programmes for internal promotion (Social Compact 1989-93) • at present there is no recruitment of workers and middle management • "in-company training" contracts for those with higher diplomas • collaboration agreements for training with the Universities, the INEM, Chambers of Commerce, etc. • financing: a) principally own resources but use also made of public resources (incl. the ESF).	• Great interest in training since the group was formed in the 1950s. The group has close links with the training school • training section in the Personnel Department (coordinates and plans for all the companies) • group has a basic and continuing training school • assessment of its in-company training • financed through own and also public resources • close link between human resources and training policy • importance of internal promotion, with training being used with this end in mind • training and recruitment policies complement each other • training more general in the medium-term and more specific in the short-term • training activity concentrated on intermediate level technicians • most courses are run by the internal training department	• Has its own internal training department • training policy has three main elements: a) initial training (from one to several months) b) continuing training (languages, new technology, promotion) c) distance learning (banking subjects) • centralised programming and management of training • types of training: for management, the aim of the training is to provide a more comprehensive understanding of the economy and the European financial market • for the "workers", the aim of training is to impart an understanding of the products with a view to versatility • experimentation with a new method of work organisation backed up by training and versatility • priority for internal mobility (promotion) based on experience, personal attributes and training • own resources only used for training	

CONTINUING TRAINING POLICY
FRANCE

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
• Political decision-making: the firm's management and group's central department (decentralised for training) high level of strategic integration; training plan over three or more years • internal training department: training managers and supervisors within the firm; use of external services (GRETA) • target group: all categories especially production employees • types of training: general and technical training • systematic assessment linked with changes in career streams (certification); personalised training plans - modular training • average length: 50 hours per year per employee. No direct public funding • no recruitment at shop-floor level	• Political decision-making: at the highest management level • target group: principally shopfloor workers • in-house training department: trainee manager placed alongside the Human Resources Department; in-company trainers; in-company training given by managers with the aim of achieving versatility and promotion for other categories • use of external services especially the public sector for intensive training and "human resources" training • type of training: one third technical training; one third general training (introduction of general training on a voluntary basis for all workers) • training outside working hours • three-year training plan • no direct public funding • no recruitment at shopfloor level	• Decision making: according to each department's hierarchy • internal training department in the Human Resources Department: in-company trainers; use of external services • types of training: technical training programmes for re-skilling (30%); voluntary training in "the firm's attitudes" (general business awareness for workers including the economy of the firm) (50%); intensive vocational training for internal mobility (350 hours for specifically targeted groups) (20%). • State aid for the training plan (contract of commitment to the development of training) with participation of the social partners • three-year training plan • target group: emphasis shifting towards the workers • no recruitment at shop-floor level	• Policy decision-making at the level of the Human Resources Department and on a personalised basis • target group: training heavily biased towards executive staff • as there is no training department, the Human Resources Department organises training; widespread recourse to the public sector • agreement with the social partners on training within the group which is not borne out in practice • type of training: essentially technical training; little training for basic vocational reskilling • no medium-term planning • no direct State funding except where there is an agreement with a University for a higher secondary education diploma • no recruitment at shop-floor level	• Political decision-making: at group level • non-strategic training (annual training plan) • target group: training principally geared to technicians and managers • has no internal training structure; the training manager "buys in" from outside, mainly from manufacturers • types of training: training for job adaptation; content principally technical with commercial and marketing training; no training in business culture • shopfloor recruitment "from the bottom"

BEST COPY AVAILABLE

CONTINUING TRAINING POLICY
NETHERLANDS

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
1. Centralised decision-making on training policies. Decentralised (at the product group level) as regards actual provision. Planning both at central and decentralised level. 2. Central Training Department (approx. 100 people involved) and training activities in product groups (approx. 80 people involved). Traditionally (because of unique character of production process) most training is by in-house trainers. Internal training school available (originally totally directed at apprenticeship). 3. Workforce groups in receipt of training: all employee categories. Breakdown of participation by job levels (in 1989): (lowest) grades 3-6): 61%; grades 7-10: 45%; grades 11-14: 62%; (highest) grades 15-10: 61%. 4. Types of training: job-specific training (approx. 65%); vocational training & apprenticeship (school-leavers and adults (approx. 20%); management training (approx. 15%). Furthermore (recently): training for special lower-skilled target groups (such as girls). 5. For executive production personnel, increase in formal promotion/career system. Entry and mobility conditions have changed over the last five years. For each step in the hierarchical job structure, the skills required are fairly precisely defined.	1. Centralised decision-making on training policies: corporate identity; flexible enterprise with able-bodied employees. Decentralised as regards planning and analysis of training needs. 2. No in-company training centre of its own; dependent on division: in-house or outside trainers. 3. All employee categories, with accent on lower function groups. Growing participation of lower grade groups. 4. Types of training: technical skill-training and training on the job, introductory training, etc. (about 30%). 5. Training, especially for lower employee categories, directed at retaining jobs, not career mobility. 6. On average all employees in 1986 received 52 hours training, in 1990 77 hours. Average two lowest grades in 1986 received 54 hours training, in 1990 91 hours. Not clear whether increasing accent on lower grades is in terms of training costs.	1. Until a few years ago: centralised decision-making on the provision of some of the resources for training, and decentralised decision on allocation of those resources. Today: training activities are directed at central level by two central operating training managers. 2. Internal training centre available (formerly called: company school). Almost all training provided by this internal department. 3. All employee categories, growing stress on lower grades. Striving to get all the working force at least up to "medium-technical" education level, whereas new employees are recruited from lower educational levels. 4. Types of training: vocational training (apprenticeship), job-specific training and general training (to upgrade the more general level of skills). 5. Connection between training and job enrichment. Know-how, technical and social skills and self-learning capacity of employees will be important factors in rewarding components of personnel policy in the near future. 6. Unknown. 7. Unknown.	1. Decision-making process on training is centralised and directed towards incorporating training policy in general company policy. 2. Regional training centre. 3. All employee categories 4. Types of training: technical skills training, commercial skills training, management training and training for special target groups. 5. Central registration of employees interested in attending training, yearly talks between each employee and his chief, e.g. on the employee's needs and the company's training requirements. Firm is striving to link training with job evaluation system and career policies, but has not yet succeeded. Measures training effectiveness and strives to introduce in job practice what has been learned through training. 6. Unknown. 7. Unknown.	1. Centralised. 2. Construction and performance of training activities by personnel and training department. Both external and internal courses. 3. All categories of employees. 4. Targets of training activities are threefold: jobs - specific training, strengthening of in-company attitudes, improvements in inter-employee cooperation by forms of group training. 5. Striving to adapt job level to training level. 6. Unknown. 7. Unknown.

BEST COPY AVAILABLE

CONTINUING TRAINING POLICY
NETHERLANDS (continued)

COMPANY A	COMPANY B	COMPANY C	COMPANY D	COMPANY E
6. approx. 10,000 people take training per year. Mean number of training days per employee category in 1989: 5-5. Grades 3-6 (lowest): 80 days; grades 7-10: 60 days; grades 11-14: 3.4 days; grades 15-20 (highest): 2.4 days. 7. Social partners have recently become more involved in training arrangements under Collective Labour Agreement (own CLA at company level). More or less as a result: training for 20 lower-skilled girls (school-leavers). Public contribution to training costs (by Government): approx. 18%. Public contribution has also been made towards training for special low-skilled employee groups (approx. 39%) and apprenticeship (6 to 18%).	7. Collective Labour Agreement (at company level) has worked (and is used) as a catalyst. Trade unions have demanded more training for lower grade groups and have succeeded.			

UNITED KINGDOM

FIRM A	FIRM B	FIRM C	FIRM D	FIRM E
. Decisions taken at top management level. . Central training department and regional branches, with a training unit for the training of trainers (7 members of staff); 500 full time training staff, with 250 (non-career trainers) at the central department, over 100 full time non-career trainers in the regional branches. . All levels of staff. . Computer-based training insurance, investment, house purchase finance. . Demands placed on training have grown proportionally with new business areas. General system of career development and suitable training to support this system. Employees are encouraged to spend a part of their career as in-company full-time trainer. "Zig-zag career development".	. Top management has placed the emphasis on training or on investment. . Central training department at head office and six regional training staff. Training staff is increasing steadily. . All levels of staff. . Emphasis on computer-based training. In two years 1/2 the staff underwent insurance training - to cut training costs open-learning system is employed with materials prepared in-house - teaching methods have changed dramatically, away from blackboard to learning through experience - a coherent programme for new recruits also exists - full-time trainers are trained externally and there is external evaluation of course quality	. Decisions taken at management level - appointment of a training director . Central training departments with regional offices to cover the 1500 branches. 3 full-time trainers at head office and 25 field trainers. Importance of training trainers (HCTB qualifications). . All levels of staff - development of a training ladder, dovetailing with recognized qualifications (HCTB, BTEC Diploma, MBA). . Training focuses on catering skills, and various qualifications leading to management diplomas. . Company's view of training has changed dramatically from a peripheral activity to central company policy - stems from need to attract and keep staff in an industry which, due to seasonal influences, has high staff turnover.	. Training policy decided at management level and by the mother company. . Training takes places in the 34 dealerships and concentrates on an apprenticeship programme (4 years): training is given by in-house (4) and external trainers and covers vocational skills up to management training. Trainers are all highly qualified (RTITB qualifications). 2 full-time trainers of trainers. . All staff levels-motto of "investing in people". . Concentration of training skilled heavy goods vehicle fitters. On-the-job-training. . No statistics of number of trainees.	. Central decision making on basis of external consultancy. . Training done on 2 sites. In-house trainers increasing in number and highly-qualified (City and Guilds) . No statistics on numbers trained or number of trainers. . Training focuses on sewing machinists. Radical policy change from group training off-the-job to one-to-one training on the production line. Resulted in increased staff motivation, shorter training to reach the required standards and skilled workers with greater job flexibility. . Training concentrates on the work-force, not management. . Two-three weeks induction training.

FIRM F				
. Training policy is the domaine of top management. . Training is distributed over the 3 UK sites. Training staff has increased rapidly (on one site from 4 to 19 full-time trainers in 10 years). Mixture of intern. and external training depending on needs. Emphasis on manager participation in the training process. . Training is carried out and examinations set by external bodies. . All levels of staff. Process operators - management. 40 employees are presently taking open university courses. . All staff take a 4-day residential course in "team-building". Within 6 month of introduction, staff single-day absenteeism dropped by 25%. . Career development is on an individual basis. Each employee has his/her personal plan and objectives. Results are increased productivity and a boast in staff morale. . Considerable expansion in size and budget of training.				

S1

S2

CEDEFOP — European Centre for the Development of Vocational Training

Survey on the policy of continuing training in large firms

Jean-François Germe

CEDEFOP Document

Luxembourg: Office for Official Publications of the European Communities

1991 — II, 59 pp. — 21.0 x 29.7 cm

ISBN 92-826-3150-8

Catalogue number: HX-72-91-003-EN-C

Price (excluding VAT) in Luxembourg: ECU 7

Venta y suscripciones • Salg og abonnement • Verkauf und Abonnement • Πωλήσεις και συνδρομές
Sales and subscriptions • Vente et abonnements • Vendita e abbonamenti
Verkoop en abonnementen • Venda e assinaturas

BELGIQUE / BELGIË

Moniteur belge / Belgisch Staatsblad
Rue de Louvain 42 / Leuvenseweg 42
1000 Bruxelles / 1000 Brussel
Tél. (02) 512 00 26
Fax 511 01 84
CCP / Postrekening 000-2005502-27

Autres distributeurs / Overige verkooppunten

Librairie européenne/ Europese Boekhandel
Avenue Albert Jonnart 50 / Albert Jonnartlaan 50
1200 Bruxelles / 1200 Brussel
Tél. (02) 734 02 81
Fax 735 08 60

Jean De Lannoy
Avenue du Roi 202 /Koningslaan 202
1060 Bruxelles / 1060 Brussel
Tél. (02) 538 51 69
Telex 63220 UNBOOK B
Fax (02) 538 08 41

CREDOC
Rue de la Montagne 34 / Bergstraat 34
Bte 11 / Bus 11
1000 Bruxelles / 1000 Brussel

DANMARK

J. H. Schultz Information A/S
EF-Publikationer
Ottiliavej 18
2500 Valby
Tlf. 36 44 22 66
Fax 36 44 01 41
Girokonto 6 00 08 86

BUNDESREPUBLIK DEUTSCHLAND

Bundesanzeiger Verlag
Breite Straße
Postfach 10 80 06
5000 Köln 1
Tel. (02 21) 20 29-0
Telex ANZEIGER BONN 8 882 595
Fax 20 29 278

GREECE

G.C. Eleftheroudakis SA
International Bookstore
Nikis Street 4
10563 Athens
Tel. (01) 322 63 23
Telex 219410 ELEF
Fax 323 98 21

ESPAÑA

Boletín Oficial del Estado
Trafalgar, 27
28010 Madrid
Tel. (91) 44 82 135

Mundi-Prensa Libros, S.A.
Castelló, 37
28001 Madrid
Tel. (91) 431 33 99 (Libros)
431 32 22 (Suscripciones)
435 36 37 (Dirección)
Telex 49370-MPLI-E
Fax (91) 575 39 98

Sucursal:
Libreria Internacional AEDOS
Consejo de Ciento, 391
08009 Barcelona
Tel. (93) 301 86 15
Fax (93) 317 01 41

Libreria de la Generalitat de Catalunya
Rambla dels Estudis, 118 (Palau Moja)
08002 Barcelona
Tel. (93) 302 68 35
302 64 62
Fax (93) 302 12 99

FRANCE

Journal officiel
Service des publications des Communautés européennes
26, rue Desaix
75727 Paris Cedex 15
Tél. (1) 40 58 75 00
Fax (1) 40 58 75 74

IRELAND

Government Publications Sales Office
Sun Alliance House
Molesworth Street
Dublin 2
Tel. (1) 71 03 09

or by post

Government Stationery Office
EEC Section
6th floor
Bishop Street
Dublin 8
Tel. (1) 78 16 66
Fax (1) 78 06 45

ITALIA

Licosa Spa
Via Benedetto Fortini, 120/10
Casella postale 552
50125 Firenze
Tel. (055) 64 54 15
Fax 64 12 57
Telex 570466 LICOSA I
CCP 343 509

Subagenti:

Libreria scientifica
Lucio de Biasio - AEIOU
Via Meravigli, 16
20123 Milano
Tel. (02) 80 76 79

Herder Editrice e Libreria
Piazza Montecitorio, 117-120
00186 Roma
Tel. (06) 679 46 28/679 53 04

Libreria giuridica
Via XII Ottobre, 172/R
16121 Genova
Tel. (010) 59 56 93

GRAND-DUCHÉ DE LUXEMBOURG

Messageries Paul Kraus
11, rue Christophe Plantin
2339 Luxembourg
Tél. 499 88 88
Télex 2515
Fax 499 88 84 44
CCP 49242-63

NEDERLAND

SDU Overheidsinformatie
Externe Fondsen
Postbus 20014
2500 EA 's-Gravenhage
Tel. (070 37 89 911
Fax (070) 34 75 778

PORTUGAL

Imprensa Nacional
Casa da Moeda, EP
Rua D. Francisco Manuel de Melo, 5
1092 Lisboa Codex
Tel. (01) 69 34 14

Distribuidora de Livros Bertrand, Ld.ª
Grupo Bertrand, SA
Rua das Terras dos Vales, 4-A
Apartado 37
2700 Amadora Codex
Tel. (01) 49 59 050
Telex 15798 BERDIS
Fax 49 60 255

UNITED KINGDOM

HMSO Books (PC 19)
HMSO Publications Centre
51 Nine Elms Lane
London SW8 5DR
Tel. (071) 873 2000
Fax GP3 873 8463
Telex 29 71 138

ÖSTERREICH

Manz'sche Verlags- und Universitätsbuchhandlung
Kohlmarkt 16
1014 Wien
Tel. (0222) 531 61-0
Telex 11 25 00 BOX A
Fax (0222) 531 61-81

SUOMI

Akateeminen Kirjakauppa
Keskuskatu 1
PO Box 128
00101 Helsinki
Tel. (0) 121 41
Fax (0) 121 44 41

NORGE

Narvesen information center
Bertrand Narvesens vei 2
PO Box 6125 Etterstad
0602 Oslo 6
Tel. (2) 57 33 00
Telex 79668 NIC N
Fax (2) 68 19 01

SVERIGE

BTJ
Box 200
22100 Lund
Tel. (046) 18 00 00
Fax (046) 18 01 25

SCHWEIZ / SUISSE / SVIZZERA

OSEC
Stampfenbachstraße 85
8035 Zürich
Tel. (01) 365 54 49
Fax (01) 365 54 11

ČESKOSLOVENSKO

NIS
Havelkova 22
13000 Praha 3
Tel. (02) 235 84 46
Fax 42-2-264775

MAGYARORSZÁG

Agroinform
Budapest I. Kir.
Attila út 93.
1012 Budapest
Tel. (1) 56 82 11
Telex (22) 4717 AGINF H-61

POLAND

Business Foundation
ul. Krucza 38/42
00-512 Warszawa
Tel. (22) 21 99 93, 628-28-82
International Fax&Phone
(0-39) 12-00-77

YUGOSLAVIA

Privredni Vjesnik
Bulevar Lenjina 171/XIV
11070 Beograd
Tel. (11) 123 23 40

CYPRUS

Cyprus Chamber of Commerce and Industry
Chamber Building
38 Grivas Dhigenis Ave
3 Deligiorgis Street
PO Box 1455
Nicosia
Tel. (2) 449500/462312
Fax (2) 458630

TÜRKIYE

Pres Gazete Kitap Dergi Pazarlama Değirim Ticaret ve sanayi AŞ
Narlibahçe Sokak N. 15
Istanbul-Cağaloğlu
Tel. (1) 520 92 96 - 528 55 66
Fax 520 64 57
Telex 23822 DSVO-TR

AUTRES PAYS
OTHER COUNTRIES
ANDERE LÄNDER

Office des publications officielles des Communautés européennes
2, rue Mercier
2985 Luxembourg
Tél. 49 92 81
Télex PUBOF LU 1324 b
Fax 48 85 73
CC bancaire BIL 8-109/6003/700

CANADA

Renouf Publishing Co. Ltd
Mail orders — Head Office:
1294 Algoma Road
Ottawa, Ontario K1B 3W8
Tel. (613) 741 43 33
Fax (613) 741 54 39
Telex 0534783

Ottawa Store:
61 Sparks Street
Tel. (613) 238 89 85

Toronto Store:
211 Yonge Street
Tel. (416) 363 31 71

UNITED STATES OF AMERICA

UNIPUB
4611-F Assembly Drive
Lanham, MD 20706-4391
Tel. Toll Free (800) 274 4888
Fax (301) 459 0056

AUSTRALIA

Hunter Publications
58A Gipps Street
Collingwood
Victoria 3066

JAPAN

Kinokuniya Company Ltd
17-7 Shinjuku 3-Chome
Shinjuku-ku
Tokyo 160-91
Tel. (03) 3439-0121

Journal Department
PO Box 55 Chitose
Tokyo 156
Tel. (03) 3439-0124

BEST COPY AVAILABLE

European Centre for the Development of Vocational Training
Jean Monnet House, Bundesallee 22, **D-W-1000 Berlin 15**
Tel. (030) 88 41 20; Telefax (030) 88 41 22 22; Telex 184 163 eucen d

CEDEFOP

04 05 16

HX-72-91-003-EN-C

Price (excluding VAT) in Luxembourg: ECU 7

ISBN 92-826-3150-8

OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES
L-2985 Luxembourg

S4